

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Williams Elementary/Middle School

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

Williams Unified District
601 N. 7th Street, Williams, AZ 86046-1918
Mailing Address: P.O. Box 427, Williams, AZ 86046-1919

Principal: Mr. David Bowling
Schedule: 7:30 AM to 4:00 PM
Web Address: wusd2.org
E-mail: dbowling@wusd2.org

Grades: Pre-K-8
2002 Enrollment: 542
Phone: (928) 635-4672 x 304
Fax: (928) 635-4767

▼ School Overview ▼

Mission

Our mission is to meet the academic, physical, social and emotional needs of all students. We offer traditional and non-traditional educational settings to provide parents and students a choice of educational programs. We encourage full parent/teacher partnerships and welcome parents to be active in our school. This year we have added a K-8 art program and a K-8 Spanish program. Our first and second grade class size reduction program puts less than 20 students in each of these classes.

Organization and Philosophy

- w Traditional
- w 1st & 2nd Grade Class Size Reduction
- w Self-contained Classrooms (K-6)
- w Middle School Programming (6-8)

School/Academic Goals

- w Use Stanford 9 test data to analyze student performance in content clusters to assist in the modification of curriculum to meet the needs of students.
- w Develop a broader range of programming to meet the educational needs of all students, including gifted, and Title I.
- w Align the K-8 curriculum to the Arizona Academic Standards and performance objectives for all content areas.
- w Use Star Reading and Star Math to continually monitor student achievement and affect change.

Instructional Programs

- w Middle School Core Acad. & Experientials
- w On-site Special Education
- w Afterschool Alternative Program (CASA)
- w Special Education Preschool
- w At-risk Preschool Prevention
- w ESL
- w Title I - CLIP Reading & Math Support
- w Pre-First Transition

Enrollment

October 1, 2001 School Year Student Enrollment:	536
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	18

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 3 Community Member(s)
 0 Student(s)

Council Duties

w Advisory Role to Governing Board
 w Curricular Review and Improvements
 w A+ School Improvement
 w School Safety Issues
 w Student Discipline
 w Community Public Relations

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	4.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	1	0	0
10 or more years	16	8	1	0

▽ Shared Responsibilities ▽

School

The school will provide opportunities for each student to succeed. The staff and administrators recognize that students are unique individuals; and every effort will be made to meet their intellectual, behavioral, emotional, physical and social needs. The ultimate responsibility of the school is to make each student a responsible and productive citizen in our democratic society.

Parents

The school expects all parents to cooperate in the district's educational effort by ensuring maximum attendance of their children, by requiring their children to cooperate in the educational endeavors and by fostering an attitude in their children that recognizes the importance of education.

▽ Transportation Policy ▽

The Williams Unified School District provides transportation to students living in the community and surrounding areas in northwestern Coconino County. The district extends to the Yavapai County line on the west and south while bordering on the community of Tusayan to the north and Parks on the east. Daily morning pick-ups and afternoon drop-offs serve all but the remote regions.

▽ Calendar Information ▽

Number of Instruction Days:	178	First Day of School:	8/18/02
Average Daily Instruction Time:	6 hrs. 42 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/18/02	12/20/02	3/14/03	5/30/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer/Technology Lab	W Local Area Network/Internet T-1 Connect.
W Distance Learning System/Mobile Laptops	W Teacher Resource Staff/Facility

Extracurricular Activities

W Student Council	W Interscholastic Athletics
W Academic Competitions	W Geography Bee/Spelling Bee
W K-Kids Service Club 1-5	W Fine Arts Programs: Art & Band
W Builders Service Club 6-8	W Yearbook/Journalism

School/Community Resources

W Health Services	W Afterschool & Mentoring Programs
W Counseling Services	W Crisis Intervention
W School Resource Police Officer	W Substance Abuse Education
W Character Counts	W Recreational Activities

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>w We have added a full-time counselor to our staff and are aggressively implementing interventions for conflict resolution, bullying and problem solving for all students and staff.</p> | <p>w WEMS added Character Counts, a K-8 program to develop character in our youth. We are also teaching DARE in 5th and 6th grades this year.</p> |
| <p>w Prop 301 assists our school improvement program through the Master Teacher. This position provides curriculum alignment, staff development, and mentoring programs.</p> | <p>w WEMS showed improvements in many areas on AIMS, particularly the fifth grade, showing a significant gain and achieving scores higher than the county and state averages.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	94.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	5.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Coconino County Small & Rural Teacher of the Year	2000
Coconino County Small & Rural Teacher of the Year	2001
Coconino County Small & Rural Teacher of the Year	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3							
Reading	School	55	504	20%	29%	33%	18%
	State	58840	524	9%	17%	45%	29%
Writing	School	48	522	10%	25%	58%	6%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	57	486	21%	46%	25%	9%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	48	512	8%	15%	50%	27%
	State	61305	505	21%	20%	43%	15%
Writing	School	42	522	10%	31%	43%	17%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	47	504	9%	40%	9%	43%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	42	495	29%	24%	43%	5%
	State	57484	504	24%	20%	40%	16%
Writing	School	37	483	19%	51%	30%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	42	437	55%	36%	7%	2%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	93	44	50	--	47	52	--	--	53	75	60	57
	Language	--	--	--	96	36	40	--	43	43	--	--	44	77	53	48
	Mathematics	--	--	--	100	51	51	--	61	55	--	--	57	81	66	61
3	Reading	92	44	47	82	37	47	--	52	48	3	--	50	100	38	50
	Language	90	49	49	82	33	51	--	52	54	3	--	56	100	43	57
	Mathematics	94	52	46	84	30	49	--	46	52	1	--	54	100	41	56
4	Reading	85	59	53	92	44	54	--	39	54	3	--	55	89	56	55
	Language	89	55	47	88	53	49	--	43	48	3	--	50	88	54	50
	Mathematics	90	57	51	96	48	54	--	47	55	3	--	57	86	59	58
5	Reading	86	51	51	100	50	51	--	56	51	--	--	51	90	56	53
	Language	87	40	42	100	41	44	--	49	45	--	--	45	92	51	47
	Mathematics	87	37	51	100	35	54	--	48	55	--	--	57	90	63	59
6	Reading	82	44	53	86	54	54	88	57	53	85	56	54	84	52	56
	Language	84	30	41	86	45	44	91	45	44	85	49	45	84	41	47
	Mathematics	89	47	57	90	68	59	88	58	60	83	69	63	94	65	65
7	Reading	82	55	52	78	50	53	88	53	52	82	51	53	91	53	55
	Language	77	59	52	75	52	54	86	48	54	83	48	55	89	50	58
	Mathematics	80	55	53	84	54	55	93	66	56	83	53	58	85	60	60
8	Reading	96	47	54	84	57	54	86	48	53	96	48	55	82	51	56
	Language	96	26	46	82	54	49	86	41	49	95	37	50	80	39	52
	Mathematics	96	46	52	84	63	54	94	55	56	93	55	58	78	50	59

√ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	42
Grades 3-4	88	84
Grades 4-5	64	79
Grades 5-6	85	98
Grades 6-7	60	51
Grades 7-8	73	77

*Less than 10 students matched

**No information available

***Not applicable

√ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We work closely with the Williams Police Dept. and School Resource Officer. We have the DARE program, Character Counts, and a Character Room where students with issue have staff supervision outside of the regular classroom until their problems can be addressed. For the past three years, both the quantity/seriousness of referrals have dropped significantly; that trend continues.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

7

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,080	\$1,161,297
Classroom Supplies	\$54	\$30,136
Administration	\$159	\$89,012
Support Services-Students	\$139	\$77,651
Other Support Services and Operations	\$112	\$62,523
Total Expenditures- All Categories 2000-2001	\$2,544	\$1,420,619

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	David Bowling	(928) 635-4428	304
Transportation Policy	Johnny Augenstein	(928) 635-2057	312
Community Resources	Gail Tetrick	(928) 635-4428	306
School Nutrition Programs	Denise Pouquette	(928) 635-4428	
Parent Organization	Juliana Grantham	(928) 635-4428	302
Student Health/Nurse	Grace Fass	(928) 635-4428	111

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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